RESEARCH PLAN PROPOSAL

EDUCATIONAL WORLD OF CHILDREN OF SLUMS OF JAIPUR CITY- A SOCIOLOGICAL STUDY

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SHIVANI SHARMA
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Under the Supervision of
Dr. Arti Sharma
Sr. Assistant Professor
Department of Sociology

The IIS University, Jaipur
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INTRODUCTION

Slums

A slum is a compact settlement with a collection of poorly built tenements, mostly of temporary nature, crowded together usually with inadequate sanitary and drinking water facilities in unhygienic conditions in that compact area.1 Such an area, for the purpose of this survey, was considered as a "slum" if at least 20 households lived in that area. Areas notified as slums by the respective municipalities, corporations, local bodies or development authorities were treated as "notified slums". For this survey, only slums in urban areas were considered. If a slum lay partly within a sample urban block, the part of it within the sample block provided it contained at least 20 households was considered a slum for the purpose of the survey. This applied to both notified and non-notified slums. In India, total Slums Population is 42,578,150 where male population is 22,697,218 and female population is 19,880,932. They are prevalent in metros, but are slowly coming up in other cities and towns of India also and being identified by different nomenclatures like Bustees in Kolkata, Jhuggi-Jhopdi in Delhi, Chawls in Mumbai, Cheris in Chennai, Keris in Banglore and Ahata in Kanpur and having similar connotation like "dilapidated and infirm housing structures, acute overcrowding, faulty alignment of streets, poor ventilation, paucity of drinking water, water logging during rainy season, absence of toilet facilities and non-availability of basic physical and social services"

According to the survey estimated number of slums was highest in Maharashtra (35 per cent), followed by Andhra Pradesh (11 per cent) and West Bengal (10 per cent). In Andhra Pradesh, more than 75 per cent of the slums were notified. A similar survey on slums was conducted earlier in the 58th round of NSS during July to December, 2002. The total number of urban slums was then estimated as 51688 and about 51% of them were notified.

EVOLUTION OF SLUMS IN INDIA

EARLY SLUMS- Slums has risen dramatically since 1947. There were two main reason for slum development. One is the partition of India and the second is Industrial Revolution and Independence. Education was not considered as necessity.

PRESENT SCENARIO- The National Sample Survey Organization (NSSO), India defines slums as a "compact settlement with a collection of poorly built tenements, mostly of temporary nature, crowded together usually with inadequate sanitary and drinking water facilities in unhygienic conditions." A slum is considered non-notified slum if at least 20 households lived in that area. Now, Education is considered to be necessary for everyone.

Characteristics of slums

- Lack of basic services

Lack of basic services is one of the most frequently mentioned characteristics of slum definitions worldwide. Lack of access to improved sanitation facilities and improved water sources is the most important feature, sometimes supplemented by absence of waste collection systems, electricity supply, surfaced roads and footpaths, street lighting and rainwater drainage.

- Substandard housing or illegal and inadequate building structures

Many cities have building standards that set minimum requirements for residential buildings. Slum areas are associated with a high number of substandard housing structures, often built with non-permanent materials unsuitable for housing given local conditions of climate and location. Factors contributing to a structure being considered substandard are, for example, earthen floors, mud-and-wattle walls or straw roofs. Various space and dwelling placement bylaws may also be extensively violated.

- Overcrowding and high density

Overcrowding is associated with a low space per person, high occupancy rates, cohabitation by different families and a high number of single-room units. Many slum dwelling units are overcrowded, with five and more persons sharing a one-room unit used for cooking, sleeping and living. Bangkok requires at least 15 dwelling units per rai (1600 square metres).

- Unhealthy living conditions and hazardous locations

Unhealthy living conditions are the result of a lack of basic services, with visible, open sewers, lack of pathways, uncontrolled dumping of waste, polluted environments, etc. Houses may be built on hazardous locations or land unsuitable for settlement, such as floodplains, in proximity

to industrial plants with toxic emissions or waste disposal sites, and on areas subject to landslip. The layout of the settlement may be hazardous because of a lack of access ways and high densities of dilapidated structures.

- Insecure tenure; irregular or informal settlements

A number of definitions consider lack of security of tenure as a central characteristic of slums, and regard lack of any formal document entitling the occupant to occupy the land or structure as prima facie evidence of illegality and slum occupation. Informal or unplanned settlements are often regarded as synonymous with slums. Many definitions emphasize both informality of occupation and the non-compliance of settlements with land-use plans. The main factors contributing to non-compliance are settlements built on land reserved for non-residential purposes, or which are invasions of non-urban land.

- Poverty and social exclusion

Income or capability poverty is considered, with some exceptions, as a central characteristic of slum areas. It is not seen as an inherent characteristic of slums, but as a cause (and, to a large extent, a consequence) of slum conditions. Slum conditions are physical and statutory manifestations that create barriers to human and social development. Furthermore, slums are areas of social exclusion that are often perceived to have high levels of crime and other measures of social dislocation. In some definitions, such areas are associated with certain vulnerable groups of population, such as recent immigrants, internally displaced persons or ethnic minorities.

- Minimum settlement size

Many slum definitions also require some minimum settlement size for an area to be considered a slum, so that the slum constitutes a distinct precinct and is not a single dwelling. Examples are the municipal slum definition of Kolkata that requires a minimum of 700 square metres to be occupied by huts, or the Indian census definition, which requires at least 300 people or 60 households living in a settlement cluster.

Problems of Slums

- **Vulnerability to natural and unnatural hazards**

Slums are often placed among the places vulnerable to natural disasters such as landslides and floods. In cities located over a mountainous terrain, slums begin on slopes difficult to reach or start at the bottom of flood prone valleys, often hidden from plain view of city center but close to some natural water source. Some slums risk man-made hazards such as toxic industries, traffic congestion and collapsing infrastructure. Fires are another major risk to slums and its inhabitants, with streets too narrow to allow proper and quick access to fire control trucks.

- **Unemployment and informal economy**

Due to lack of skills and education as well as competitive job markets, many slum dwellers face high rates of unemployment. The limit of job opportunities causes many of them to employ themselves in the informal economy, inside the slum or in developed urban areas near the slum. This can sometimes be licit informal economy or illicit informal economy without working contract or any social security. Some of them are seeking jobs at the same time and some of those will eventually find jobs in formal economies after gaining some professional skills in informal sectors.

- **Violence**

Some scholars suggest that crime is one of the main concerns in slums. Empirical data suggest crime rates are higher in some slums than in non-slums, with slum homicides alone reducing life expectancy of a resident in a Brazil slum by 7 years than for a resident in nearby non-slum. In some countries like Venezuela, officials have sent in the military to control slum criminal violence involved with drugs and weapons. Rape is another serious issue related to crime in slums. In Nairobi slums, for example, one fourth of all teenage girls are raped each year.

- **Disease**

Slum dwellers usually experience a high rate of disease. Diseases that have been reported in slums include cholera, HIV/AIDS, measles, malaria, dengue, typhoid, drug resistant tuberculosis, and other epidemics. Studies focus on children's health in slums address that cholera and diarrhea are especially common among young children. In Haiti (where a majority of the population live in poverty), after the 2010 earthquake, an outbreak of Cholera spread throughout the country, killing 8321 people. Besides children's vulnerability to diseases, many scholars also focus on high HIV/AID prevalence in slums among women. In some slums, gender inequality increases women's risk of HIV/AIDS. Mutual monogamy or using condoms are two main ways to prevent HIV/AIDS, but some women might not be able to modify their behaviors due to masculine authority or violence. Furthermore, diseases can sometimes lead to high mortality in slums. According to a study in Nairobi's slums, HIV/AIDS and tuberculosis attributed to about 50% of the mortality burden.

- **Child malnutrition**

Child malnutrition is more common in slums than in non-slum areas. In Mumbai and New Delhi, 47% and 51% of slum children under the age of five are stunted and 35% and 36% of them are underweighted. These children all suffer from third-degree malnutrition, the most severe level, according to WHO standards.

Primary Education

Elementary Education or Primary Education is the first stage of formal education, starting at the age of 5 to 7 till 11 to 13. This stage of the child's life is very important for his/ her overall development, as it considered being the roots of child's life. The Primary Education for a child is something should not be skipped because it plays a big role in his/her life, what all the child will learn later when he will grow up will be molded and questioned by what type of Primary Education he had got. The primary stage of a child's life should be good and precise because that is the stage when, what the child has learned will never be forgotten by them in their life. Primary Education is like the roots of the plant, they should be strong enough for you further life

education or experiences. Otherwise, like a plant gets ill, when its root is weak similarly the child's life will get disturbed if their roots i.e., their primary education will not be taken care of. Primary Education is the beginning of everything, that is when we start to make our basics of discipline clear, that is when we learn different life skills and values. Primary Education is indirectly connected to what kind of person you will become later in your life. It will help you create your mind set. All these learning will stays in your superego, whenever in life we will get stuck with some of our decisions, these learning of our will help us to mold our decisions and differentiate between good and evil ones and will help us to take right decision. All the crimes that are happening in the world are fully based on our mind set, what kind of thinking we carry, kind of behavior, our experiences, etc. and all these thinking, behavior are based on what kind of education we had, and specifically the Primary Education. So, good and strong Primary Education can somehow help us to eradicate the menace in society too.

These days people are, even in primitive societies agreeing that education is very important for an individual life. But still they are just giving rough education. There is no focus on Primary Education separately. Considering this as a big problem, these days, some NGOs are initiating to work for good Primary Education, where there is no good Primary Education in some schools and are in bad conditions, they are visiting there, working, teaching and making the conditions of the schools better. Middle class and higher class people understand the importance of Primary Education, and they are providing good Primary Education to their kids but mostly, in lower class or primitive societies there is lack of focus on primary Education by the parents because they do not understand the importance of it. More and more NGOs should be opened for this specific concern.

RELEVENCE OF THE STUDY

There are so many problems regarding Slums in India. In order to fight them to help eradicate them, one and the most important solution is education. In today's world education is very important and not only for the high class people but for everyone including the children living in slums. It will help them create a good future for themselves and also can improve the conditions of their surroundings. Also the main focus should be on primary education, because if the roots get stronger grip then the plant will shine. Slum exists in a social world since a time when education was not considered necessity. But now education has become necessary.

REVIEW OF LITERATURE

Lambay (1998) discusses about Pratham, which is one of the leading NGOs working in Mumbai to make elementary education a fundamental right. It intends to provide pre-school education to every slum-dwelling child. This provides a base for better learning, cutting down possibilities of dropouts and ensures that every 6-year-old enrolls in a school. One of its strategies is to work with Municipal Corporation to make learning joyful in order to prevent dropouts. Pratham works with schools for mapping of the educational institutions and monitoring of the child so that school should be accessible to all children and no child should dropout.

Singh (1998) " Transit School: A New Initiative in Primary Education for Child Laborers in Chennai City, Paper presented at workshop on Indian Mega Cities and Primary Education of' the Poor, NIEPA" discussed the role of Non Government Organization for primary education in the city of Chennai. Few NGOs are running non-formal education centers for the child laborers and for the dropouts with syllabus designed by Govt. /State resource Center. Followed by the initiatives of NGOs Tamil Nadu Slum Clearance Board launched the Transit School Programme in 1997. Under this progranmme the child laborers who are withdrawn from work force are admitted in one- year full time schools specially designed for these children. These schools are spread all over the city. NGOs identify children in the age group of 7-13 years and motivate their parents to send their children to school. Repeated home visits by the transit school teachers have a positive impact on the parents and they agree to send their children to school. Transit School has devised a well planned strategy. Children who have dropped out within last one year are given special coaching in Transit School Camps for fifteen days and are then enrolled to school immediately. Non-enrolled and children with longer dropout period are admitted to these schools which is one year full time school. Chennai Corporation Council has approved the transit schools as feeder schools to corporation schools. This programme helped children to attend the classrooms and heavy dropout rate was prevented.

Juneja (2000)studied the role of two major organizations namely the Municipal Corporation and Non Governmental Organizations towards the goal of UEE in Mumbai City. More than 596 thousand children are enrolled in 1243 Municipal schools of Mumbai, which are offering eight different languages as medium of instruction. The study explains the administrative structure of the agencies responsible for primary education. One of the important developments for the progress of primary education was that Non-Government organizations are actively participating along with Municipality for education of the poor. Two NGOs namely The Door Step and Pratham are actively engaged in reducing stagnation and wastage in education at the primary stage. They are trying to improve the access and retention to education by opening non-formal education centers and study classes (extra-coaching for school going children). They are making school accessible on wheels or a school in bus those parks outside the slum areas where,for lack of land, a school cannot be built. The case studies from different metropolitan cities of India make it clear that the civic and environmental conditions are meager and insufficient in all the slums. Education available to them is of inferior quality, which is one of the significant factors, contributing to high dropouts from these areas.

NSSO (2002), an estimated 8.23 million households in urban areas of the country were living in slums and the total number of urban poor has increased by 13.9 percent (9.86 million) (Government of India, 2007).

Kingdon (2007) writes on "The Progress of School Education in India" in „Oxford Review of Economic Policy". This paper provides an overview of school education in India. First, it places India's educational achievements in international perspective, particularly against countries with which it is now increasingly compared, especially China. Second, the paper examines schooling access in terms of enrolment and school attendance rates, and schooling quality in terms of literacy rates, learning achievement levels, school resources, and teacher inputs. Third, the paper investigates the role of private schooling in India, examining the extent of growth of private schooling and surveying evidence on the relative effectiveness and unit costs of private and public schools. Last, the paper discusses some major public education initiatives. The concluding section suggests a future research agenda and appeals for rigorous evaluation of the impacts and

costs of the numerous existing educational interventions, in order to learn about their relative cost-effectiveness for evidence-based policy-making.

Akter T (2008) highlights the socio economic condition of slum dwellers and their consumption pattern. The study found that majority of them can't afford nutritious food which was expensive to them, socio economic factors like income, expenditure and education were influencing food security in slums were also found.

Patel, Joshi, Ballaney & Nohn (2011) acknowledges the importance of tenure history and upholds formal and informal rights of Landowners, Communities and the Government. In his study it is found that decentralization will better allow the use of detailed local knowledge, encourage the structuring of locally suited SPSs and make it possible to mount the levels of effort required to tackle the slum problem in Indian cities.

Awareness Of Right To Education Act Among Urban Slum Dwellers: A Case Study Of JJ Resettlement Colony Of Madanpur Khadar of New Delhi By Gunjan Rajput And Talat Aziz. (2013). Right to education act is one of the most important prestigious acts that have been passed in Indian history but implementing it is not going to be a cake walk and there are various challenges ahead. One of the major challenges is lack of awareness among people about this act. So the present study was an attempt to check the level of awareness regarding right to education act among urban slum dwellers although a particular area has been chosen, it is expected that the findings of this study would have implications for awareness of right to education among the deprived in urban areas in general and among those of slums in particular.

RESEARCH METHODOLOGY

Area

The area for the study is Jaipur city.

Universe

All individuals residing in slum areas of Jaipur city

Qualitative Approach

Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.

Sampling

Non probability sampling will be used.

Non-probability sampling is a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection.

Name of slums :-

1. Susheelpura

2. Sanjay Nagar

Tools of Data Collection

Interview Schedule - A schedule is a set of questions with structured answers to guide an observer interviewer, researcher or investigator. It is a plan or guide line for investigation.

Observation - Observation is the action or process of carefully watching someone or something.

Objectives

- To understand the diverse characters of slums.
- To understand the role of education in internalizing consciousness about new cultures relations and economic necessities.
- To compare educational establishments located in slums.
- To identify the socio economic background of children's families and nature of schooling.
- To examine the content of textbooks in relation to social world of slums.
- To identify the role of NGOs in educating the children of slums.

Research Questions

- What are the diverse characters of slums?
- What the role of education in internalizing consciousness about new cultures relations and economic necessities?
- What are the educational establishments located in slums?
- What are the socio economic background of children's families and nature of schooling?
- What are the content of textbooks in relation to social world of slums?
- What is the role of NGOs in educating the children of slums?

LIMITATION OF THE STUDY

1. The limitation of time space and manpower are of the restrictive aspects in an empirical study and this study may also be limited due to these aspects.
2. The answer of respondents as such will have to be taken as true.
3. The respondents may be quite on certain issues and such certain inferences will have to be drawn on the basis of observation of the overt behavior of the respondent which may be included gestures and facial impressions.
4. The conclusion drawn may not be universal.

CHAPTER SCHEME

1. Introduction.

2. Theoretical Perspectives

3. Review of Literature.

4. Research Methodology.

5. Empirical Findings-I

6. Empirical Findings-II.

7. Conclusion

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